

# DOCUMENT RESUME

ED 035 581

SP 003 430

TITLE Internal PR for Education Associations. PR Bookshelf No. 4.  
INSTITUTION National Education Association, Washington, D.C.  
PUB DATE 69  
NOTE 33p.  
AVAILABLE FROM Publication-Sales, NEA, 1201 16th St., N. W., Washington, D. C. 20036 (Stock No. 381-11908, \$1.00)  
EDPS PRICE EDPS Price MF-\$0.25 HC Not Available from EDRS.  
DESCRIPTORS Communication (Thought Transfer), \*Faculty Organizations, Planning, \*Public Relations, Teacher Associations

## ABSTRACT

This booklet contains discussion of internal public relations for a local education association with suggestions for enhancing the association's image with its members and potential members. The five sections are (1) "Start with Analysis and Evaluation"--a listing of steps in planning an internal public relations program; (2) "Orientation: A Key Place for Action"--discussion of the role of the association in orientation of new teachers to the school system; (3) "Faculty Representative: Frontline PR"--discussion of the role of the elected leader of a faculty association with tips on characteristics and techniques of effective person-to-person communication within local associations; (4) "Publications: Necessary Tools of PR"--notes on newsletters, brochures, and other printed communications; (5) "Let's Hold Only Productive Meetings"--discussion of various types of association meetings with questions for use in planning. Appended are a prototype chart for PR committee organization with suggested duties for nine different subcommittee chairmen, a sample orientation survey questionnaire, an example of the development and use of an association symbol ("logo"), and suggested ingredients in a membership enrollment campaign. (JS)

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PR BOOKSHELF NO. 4

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For Education Associations

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### Symbol of the United Teaching Profession

This symbol, adopted by the NEA Executive Committee in 1966, combines the legacy of the past (π for παιδεία, the ancient Greek word for education) with new direction for the future (▶). The spherical triangle serving as the background represents the mutually supportive programs of local, state, and national education associations to advance education.

In one sentence, then, the design symbolizes the forward thrust of education through a united teaching profession. Registration of this symbol with the U.S. Patent Office as a "collective membership mark" has been completed.

Attractive enamel and silver jewelry containing this symbol—pins, lapel buttons, tie tacks, charms, and tie bars—may be purchased by those who are members of local, state, and national associations. Decals for automobile and classroom windows and name tags for meetings are free. For information and order blanks for these items, write to the membership division of your state association or to the Division of Affiliates and Membership, NEA, 1201 16th St. N.W., Washington, D.C. 20036.

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A service of the public relations department of your state  
association and the NEA's Division of Press, Radio,  
and Television Relations and the Membership Development  
Section of the Division of Field Services.

## Foreword

This booklet takes a look at the most vital part of the public relations (PR) program of the local education association—*inside* the organization. Much is said and written about external communication: the need to maintain good relationships with newsmen, with local community leaders, with parents, and with other groups and individuals in a community. (See Appendix A for a proposed organizational chart of public relations activities. “The problem with a paper chart is that it can be considered too easy an answer,” cautions Robert Dexter, assistant executive secretary for information services, Maryland State Teachers Association. “PR will be effective only if it becomes part of the decision-making process of the local association and if the PR committee includes association members busily engaged in helping to solve association problems and attain its goals.” Keep in mind the “internal” segment as you read this booklet. Booklet #2, *Tips for the PR Chairman*, covers the philosophy and duties of the PR committee chairman, while other booklets in this “PR Bookshelf” series touch upon the “external” relations as well as essential or important aspects of the public relations process.)

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But what your association says and does in the eyes of its members is more important. All of the publicity efforts and techniques applied to outsiders will be in vain if the members of the association do not feel the same way.

What difference does it make?

Does it matter if the internal image is favorable?

An association with an unfavorable image internally will find it difficult to keep members and attract other teachers and is likely to experience problems with important external audiences.

A favorable image is based upon good performance, which means an active program geared to the needs and desires of members, involving members in the planning and work of the association, with strong individuals in leadership situations.

So, here is a look at the inside story—internal public relations for a local education association—and some suggestions for enhancing the association’s image with its members and potential members.

## Start with Analysis and Evaluation

About 10 years ago, the Opinion Research Corporation of Princeton, N.J., made a study of corporate images, development, and change. After analyzing the study, Opinion Research staffers offered some recommendations for those interested in "doing something" about the image of an organization. The basic findings are still valid today.

The following findings of the study can be used by association leaders and the public relations committee as the first step (analysis) in planning an internal public relations program:

1. **Map out the strengths and weaknesses of the association.** What do members think of the association? How do you know? How can you find out? Why do members feel that way? How do they learn of the programs and activities of the association? Whom do they seek when they have a question or concern? What do nonmembers—other teachers—think of the association? Why haven't they joined?
- 4 2. **Consciously plan and write out a definition of the association image that you wish to project.** Opinion Research suggests, at this point, that some soul-searching may be necessary. If the image desired is too far away from the facts, its projection will be difficult or even self-defeating. Ask yourself: Who are we? What do we stand for? What are our goals? Are those goals the desires of our members? In what ways are we distinctive? How would we wish to be thought of?
3. **Simplify the objectives of your association in a few, brief phrases**—better yet, in one sentence. Refine your list of qualities and goals to a few simple things which can be quickly understood. *Simplification is dangerous, but so is incomprehensibility!*
4. **Utilize all means of communication to build and reinforce this image**—newsletters, personal involvement of faculty representatives, committees, members, letterheads, symbols, advertising, publications, displays.

An internal PR program revolves continuously around four basic steps: analysis, planning, communication, and evaluation. (See booklet #2, *Tips for the PR Chairman*, in this series for detailed explanations of the four steps.)

For most associations, analysis will begin with an evaluation that is part of a continuous process that encourages members to look at the goals, estimate the degree to which they have been accomplished, and develop activities which will accelerate the attainment of goals.

John H. Starie, director of the National Education Association's Membership Development Section, offers some basic advice for associations concerned about evaluation. He points out that it can be done either from the inside or outside.

For example, inside evaluation is practiced each year by the officers and committee chairmen of the San Juan (California) Unified District Teachers Association. They spend at least one "brainstorming" meeting on the effectiveness of their association. They ask such questions as: Where are we going? How far have we gone? What have we done well? What have been our mistakes? What do we need to do now?

NEA evaluation aids are available too: Local Association Activities leaflet #1-E, "Self-Evaluation Score Sheet" (limited quantity free from NEA's Affiliate Services Section) and *Profiles of Excellence*, Section IX (Order from NEA Publications-Sales Section, Stock No. 381-11774, single copy \$1).

Once the executive committee has made its own interpretation of weaknesses and strengths, Starie suggests that the committee involve members and faculty representatives in small group discussions. These groups should seek answers to such questions as: What do we like about the association? What would we like to see it do that it isn't now doing? As goals are defined in such discussions, leaders can ask: What is holding us back? What is moving us forward? How can we strengthen the association and minimize its weaknesses?

One simple way to get outside evaluation, which has the advantage of objectivity and the introduction of new ideas, is to invite a state or national field representative to join the committee. His function would be to listen, to raise questions, to suggest alternatives, and to help local officers test the reality of ideas.

In the past few years, the NEA has provided several hundred local associations with an evaluation service that combines the inside look and the outside evaluation. Through this tech-

nique, the local association first looks at itself with the aid of an instrument designed for that purpose. Then a team of national and state staff members and one or more local association leaders visits the association. The team listens and stresses the need for officers and other association leaders to "hear" what members are saying and then seek active ways to maintain two-way communication with members. Out of this interaction will come new direction for the association.

A major advantage of having a team of "outsiders" look at the association is that they can contribute a fresh point of view. With their experience they are able to probe in depth various groups in the association and the community.

For information on obtaining either a state or national field representative or an evaluation team, write to your state association or to the Affiliate Services Section, NEA Division of Field Services, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

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### **Orientation: A Key Place for Action**

The lasting impression most people keep of an organization usually stems from their initial contact. First experiences, for many people, form an impression that other, later experiences may not change. Therefore, one key place to begin a reexamination of the public relations of a local education association is the role of the association in orientation of new teachers to the school system.

Actually, orientation should be a year-round matter. But in the fall many associations make a special effort to welcome new teachers, to orient them to the school system, the community, and the association. This orientation task is usually assigned to a hospitality or orientation committee of the association.

First steps for the committee are to review what previous committees have done and the effectiveness of those orientation efforts. One association's committee, reviewing past techniques, decided to survey all new teachers in the system for their appraisal of the orientation. A written questionnaire was sent to each teacher who had joined the staff within the past two years. Included was a stamped envelope addressed to the chairman of

the association orientation committee. (See a sample survey in Appendix B.) Comments and suggestions from teachers responding to the survey helped shape future orientation activities.

Some associations assign a "building buddy" to each new teacher to act as a source of information and help. If the buddy system is used, plenty of effort should go into recruiting knowledgeable and willing volunteers from the membership to serve as "buddy" teachers. The orientation committee should spend considerable time in appropriately matching veteran teachers with newcomers, keeping in mind subject or grade area interests, age level, and other factors. It helps if the orientation committee can work closely with the school district's personnel department in order to obtain as much information as possible about new teachers.

Other associations send a letter of welcome to each new teacher weeks before he arrives in the community. Still others offer to help new teachers find suitable housing, secure a family physician, and fill other personal needs common to all new residents of a community.

Many associations put on a breakfast, luncheon, reception, or dinner as a welcoming function. But this type of annual welcoming affair needs to be regularly reviewed to find ways to improve it. Annual dinners tend to become unimaginative after a few years. One local association discovered this when its orientation committee analyzed a survey of new teacher opinions on orientation. When the welcoming dinner was cited by most survey respondents as being "dull and stiff," the committee decided to get new teachers involved in planning the association's dinner for the next year's new teachers.

As a result of the suggestions from teachers who were new to the district staff, an entirely different format was used for the association's welcoming dinner the following fall.

A musical combo, made up of association members, played background music for an informal reception before the dinner. Each "buddy" teacher was asked to pick up his newcomer at home and accompany him to the dinner (in the past, the new teacher had met his "buddy" at the dinner). Punch and hors d'oeuvres were served while newcomers and "buddy" teachers visited with association leaders before dinner. A buffet dinner

was highlighted by the efforts of the “waiters”—association leaders, committee chairmen, and faculty representatives—who poured coffee and served dessert. At the head table, the master of ceremonies introduced three guests, billed as “the most important people in the school district”—the school district’s payroll clerk, the data processing supervisor (who oversees the printing of all payroll checks), and the system’s truck driver (who delivers payroll checks to each school building)! The superintendent and president of the school board each gave a brief welcome, but the highlight of the dinner program was a skit staged by three association members, who parodied the recruitment techniques of the school system. The entire dinner and program lasted only an hour and a half, but newcomers and veterans alike reported, in a follow-up survey, that the event was one of the most enjoyable welcoming dinners ever staged. The secrets of its success were careful planning based on a thorough evaluation of past efforts, involvement of many members of the association, informality, and congeniality.

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The Sioux City (Iowa) Education Association program has emphasized opportunities to get acquainted with the community, professional growth, and social activities. Associations that anticipated a number of new male members sometimes have held a stag night, during which the newcomers met men who were leaders in the association. Some associations organize bus tours of the school district for all new teachers.

Fall isn’t the only time when some special effort should be made to welcome and orient new teachers. Many associations fail to greet newcomers who join the teaching staff at the beginning of the second semester. An orientation program should be planned for this group, even though it may represent a significantly smaller number of new teachers than that coming into the system in September. The orientation of “buddy” teachers and faculty representatives should be a continuing affair throughout the school year.

## Faculty Representative: Frontline PR

*The faculty representative is the presiding officer or the leader of a faculty association, which is the basic unit of the local association. The larger the local association, the more this organization is needed within each school.*

This opening paragraph from the NEA's Memo to Local Associations" (No. 2) on the faculty representative (F/R), formerly called the building representative, underlines the importance of these frontline leaders of local associations.

F/R duties include (1) interpreting policy to the members, (2) representing fellow faculty members' interests, needs, and wishes at association meetings, (3) keeping faculty members informed about professional association activities, services, achievements, and developments (a key communication role), and (4) coordinating association work and school activities in order to avoid conflicts. For the complete list of F/R duties, write to the NEA's Membership Development Section, 1201 Sixteenth St., N.W., Washington, D.C. 20036, and ask for "Memo to Local Associations" (No. 2).

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The F/R is the elected representative of the members in his building. As a member of the association's representative council or assembly, he helps to frame association policies and serves as a "legislator" in the local association.

The F/R is a major "communication vehicle" of the association, the vital link between members (and potential members) and the top leadership. He sees that all materials and information are distributed, posted, or otherwise available and maintains a file on professional materials that are easily accessible to members. It is the F/R who maintains personal two-way communication.

There is no substitute for continuing, on-the-scene, person-to-person relationships in conducting a communications program. Information without interpretation, facts without feelings, telling without selling is not communicating. Messages buried in printed materials may never come to light.

Personalized communications are the only assurance of the continued growth, strength, and effectiveness of the profession's associations. Personalized communications are the heart of every aspect of every duty involved in the F/R's role.

### Seven C's of Communication

To go a step further, illustrated below is the role of the faculty representative in carrying out the "seven C's of communication." This basic list, described by Scott M. Cutlip and Allen H. Center in their text *Effective Public Relations* (second edition), shows the relation of the seven points to the work of association F/R's:

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1. **CREDIBILITY.** *Communication starts with a climate of belief. This is built by performance on the part of the source. The performance reflects an earnest desire to serve the receiver. The receiver must have confidence in the sender. He must have a high regard for the source's competence on the subject. [See why it is important that the F/R does his homework, knows his subject, and communicates regularly with his teachers?]*
2. **CONTEXT.** *A communications program must square with the realities of its environment. Mechanical media are only supplementary to the word and deed that takes place in daily living. [Face-to-face, person-to-person, F/R-to-member communication is daily proof of the professional concerns of a local association.] The context must provide for participation and playback. . . .*
3. **CONTENT.** *The message must have meaning for the receiver. . . . [It must relate to his viewpoint and position. Who else but the F/R, who is a fellow faculty member, can answer questions and provide specific information to an association member with such a direct understanding of his concerns?]*
4. **CLARITY.** *The message must be put in simple terms. . . . Complex issues must be compressed into themes, slogans, or stereotypes which have simplicity and clarity. The farther a message has to travel, the simpler it must be. . . . [And even succinct, clear messages are best delivered by the F/R. Printed materials without this extra, personal "push" will rarely motivate a nonmember to take the initiative, enroll himself, and become a participating member.]*
5. **CONTINUITY AND CONSISTENCE.** *Communication is an unending process. It requires repetition to achieve penetration. . . . The story must be consistent. [And how else can an association achieve this goal without the daily, in-the-school, personal contact with the F/R?]*

6. **CHANNELS.** *Established channels of communication should be used, channels which the receiver uses and respects. . . . [The best association-member channel is the person who makes the first, and most, contact with a member, or prospective member—the F/R who conducts the membership visit.]*
7. **CAPABILITY OF AUDIENCE.** *Communications are most effective when they require the least effort on the part of the recipient. . . . [It may not be convenient for a member to attend an association meeting; it is much easier for him to hear from and listen to his association representative—the F/R—in his school.]*

It's up to association leaders to make the F/R position an exciting, challenging, and rewarding one. Capable individuals in each school should be sought and encouraged to seek the office. And when F/R's are elected by association members in each school, association leaders should set up training programs.

Experienced faculty representatives can be a big help in working with association leaders to prepare and conduct a workshop training session for the new F/R's. The newcomers will need help in preparing for this important job, not only in enrolling members, but also in the important day-to-day communication skills. They'll appreciate tips from veteran representatives on where to find specific services, how to build a faculty "Who's Who," identifying professional co-workers, and building reference files. Members of the association's public relations committee can play an important part in F/R workshops by offering ideas on designing professional bulletin boards, preparing a letter of introduction for the representative to distribute to fellow faculty members, formulating a questionnaire as a feedback instrument to obtain members' opinions, preparing personalized messages for use in teachers' mailboxes, organizing the introductory talk to be given at the first faculty meeting, or planning an informal coffee klatch in a member's home.

These and other communication tips—coupled with information on local, state, and national association activities—can be continued throughout the year in special newsletters sent periodically to F/R's by local association leaders. Representatives can keep abreast of hot issues by setting up an organized telephone tree with association leaders. (This is a necessity in a crisis when

fast, accurate information is essential. And the telephone hotline idea might also be used—and periodically tested for its effectiveness—within the faculty of each school to keep teachers posted in time of crisis.)

Professional negotiation has increased the activities and accomplishments of the professional association. It has also heightened the need for improved communication within the association, from the initial seeking of members' concerns to the interpretation of a negotiated agreement. And in every step of the negotiation process, F/R's play a significant role in interpreting negotiation to members and relaying members' feelings to the association's elected leaders.

12 Experienced public relations people have found that individual teachers seldom take the time to read the lengthy contracts won by negotiators (unless the agreements are obtained in unusual or emotionally charged atmospheres). Teachers, instead, generally rely upon the F/R's and elected leaders to summarize, simplify, and point out highlights of the agreements. This task needs to be done every time the contract is modified, improved, or changed. So it's up to the association leaders to explain the agreement clearly through personal comments, talks, presentations by F/R's, meetings, and printed and visual materials.

### **Communication = Membership**

In professional associations the question is not whether to communicate, but how to do it effectively.

Inadequate communication is a major barrier to membership in associations, according to surveys made in recent years in several professions. Because membership is essential to association survival and campaigns must incorporate promotional aspects of public relations, a word should be said here about membership campaigns. (See Appendix D for an example of a step-by-step local membership campaign. Contact your state or NEA field representative for specific assistance.)

According to the NEA's *Guide for Faculty Representatives*, nonmembers' responses to opinion surveys and their attitudes and statements expressed in interviews usually focused on poor communication. Teachers revealed that they were poorly informed on the purposes, achievements, services, and operational methods

of professional associations. They had little or no clear understanding of the relationship between membership in their profession and membership in their profession's organizations. Many revealed that they had had poor professional orientation; concepts about the professional nature of their work and of themselves as professionals were either confused or nonexistent.

Well, then, say some association leaders, what we need are some new gimmicks for the membership campaign!

Not necessarily.

No gimmick can be a substitute for personal contact and involvement. Members of a school faculty will rarely, if ever, sign their application forms and enroll en masse just because of a new sales gimmick. And members who join solely because of a gimmick are usually not the most fully committed. Membership enrollments are best obtained in person—one at a time, teacher by teacher.

The NEA's *Guide for F/R's* contains many practical suggestions to help faculty representatives enroll members. Step-by-step suggestions are outlined in the handbook: how to perform at faculty meetings or on a membership visit with a teacher or with groups, how to develop alternate techniques if permission to use school facilities is withheld, and even how to cope with pseudo "reasons" for not joining the association.

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In membership enrollment for professional associations, there are only two important people to consider: the person who asks and the person who is asked. To emphasize this person-to-person communication, some associations use especially trained teams of teachers to go to faculty meetings on request and help members gain an understanding of areas of concern to them. Examples could be teams of teachers who are well informed on the salary schedule, personnel policies, or retirement benefits.

Again, the involvement of committed teachers is essential in a successful membership enrollment campaign. F/R's and co-workers who participate in membership campaigns must be "sold" on the importance of this leadership role; prepared to answer questions about their local, state, and national associations; and provided with proper materials and resources to do the job.

What must be communicated is a broad professional concept and its personal implications for the individual member of the

profession. That's why the membership campaign should be planned and carried out thoroughly and well.

### **Publications: Necessary Tools of PR**

Up to this point, this booklet has concentrated on a few of the most important types of person-to-person communication within local education associations. Obviously, this is the most effective method. The primary ingredient in membership public relations is the program and performance of the association and the climate of belief built by the day-to-day actions and communications of its officers, faculty representatives, and committee chairmen.

14 It's a big job, one that needs all of the help possible in supportive communications. And that's why nearly every local association—large or small, urban or rural—publishes some type of news bulletin or newsletter for its members. A regular publication is a supplementary tool of communications—and an important one.

Association newsletters provide an instrument for informing members of the current activities of the local, state, and national associations; serve as a sounding board for teacher opinions; provide an easy, accurate way of keeping a record of association programs and accomplishments; promote and publicize the activities of the association, in-service education, and successful classroom procedures; and, *if well done*, bring prestige to the association and its members.

A newsletter or newspaper helps polish and perpetuate the image we have been talking about *if* it has good content and is carefully done. It wins friends, impresses people, and encourages prospective members *if* it is interesting, authoritative, and appears to have been produced with care.

Every local association should publish a newsletter or newspaper for its members. In addition, each association should produce its own printed materials for use with state and national association publications during membership enrollment. Another specialized printed publication, suggested earlier, is an occasional "insider's newsletter" for the association faculty representatives, especially those in urban or large associations.

The association should also consider printing one other basic piece: the simple, authoritative *brochure* designed to describe association objectives, programs, and accomplishments.

At membership enrollment time—or any other time for that matter—there are just a few brief moments to get someone's attention, to "tune him in" to the association. Imagine having just 10 or 12 seconds to tell a prospective member *why* he should join his professional associations. What capsule reason can be given? What can be said? Can the statement of goals of the association be boiled down into a few words?

What central theme, major points, and supportive data can be used after that initial attention-getting statement? How can the message of the association best be visualized through illustrations?

In other words, can the association's public relations committee put together a basic printed piece that tells the association story quickly, concisely, and in an interesting, readable fashion? Packaged into a compact one- or two-fold brochure, perhaps illustrated with the association's logo, it serves as a standard tool for use in membership enrollment, new teacher orientation, community relations, and dozens of other timely, appropriate situations.

(See Appendix C of this booklet for an example of developing a logotype for use on printed publications. Booklet #5, *Publishing a Newsletter*, in this "PR Bookshelf" series contains additional, detailed suggestions for improving the content and design of local association publications.)

It should be pointed out, however, that perhaps for too long, major emphasis of many associations' public relations programs has been focused almost entirely on a newsletter or newspaper. As this booklet points out, there are many other—and often more effective—methods that can be used to communicate.

For example, the West Allis-West Milwaukee (Wisconsin) Education Association recently contacted almost all of its 700 members within 26 minutes over the *telephone* in order to call a meeting to act upon a vital negotiation report. Following the meeting, the association distributed 25,000 "thank-you" *letters* to parents in the community within two hours by going house to house. (See Appendix A for an example of the way a local PR committee might be organized. Keep in mind that the proposed committee must be tailored to fit each local association's needs.)

## Let's Hold Only Productive Meetings

Meetings are the heart of an effective association. John Starie again offers some sound advice in the following paragraphs.

Meetings contribute importantly to association growth *if* they have a visible purpose to the members, are held in comfortable surroundings in a convenient place at a convenient time, move on schedule, and leave participants feeling that they have shared in accomplishing their purpose or at least made a start in that direction.

After-school association meetings compete for the teacher's time with other methods of communication and with other responsibilities. Meetings of the entire association, especially large organizations, are difficult to schedule because of travel problems and different school dismissal hours. And as teachers specialize, they are less apt to respond to meetings conceived in broad terms. The more dull, lengthy, purposeless meetings a teacher attends, the fewer he wishes to attend.

16 Because of size, travel, space, and timing problems, many local associations deemphasize general membership meetings—especially as a way of governing the association. They have substituted, instead, representative assemblies, faculty associations in individual buildings, and workshops that appeal to clusters of members. The general membership meeting is held only for social or ceremonial purposes on one or two occasions during the year.

As a result, although fewer general membership sessions are being held, more different types of meetings are taking place. Thus, careful attention must be paid to the planning and conducting of these meetings if they are to be an important communications vehicle of the association.

Association meetings fall into one or a combination of these forms: (1) a general meeting of the members, (2) a session of the legislative body of the association, (3) a regular or special meeting of the executive committee, (4) a meeting of a committee, (5) a meeting of a school faculty to discuss association business, (6) an informal meeting of an ad hoc group of members, (7) formal meetings of association representatives with members of the administration, school board, newsmen, and general public, and (8) social affairs.

These meetings have one or more general *purposes*: (1) to inform and inspire members or the public or both, (2) to raise, discuss, and decide issues, (3) to plan and evaluate action toward a goal, (4) to recognize and reward accomplishment, and (5) to unify, relax, and entertain.

Regardless of size, purpose, or environment, meetings have one thing in common—they are a medium of communication and *must be carefully planned*. Therefore, the following basic questions should be answered by the president, executive committee, or other individuals responsible for planning any type of association meeting:

- Why is this meeting being held? Is it for planning? Training? Fact-finding? Problem-solving? Entertainment? Define the basic purpose as specifically as possible in relation to the broad goals of the association.
- Decide just how much this meeting can do toward accomplishing these long-range objectives. This decision becomes the short-range objective—or hoped-for results—of the meeting.
- Determine the type of meeting that will carry out this purpose: auditorium session, workshop, meeting with a meal, committee session, business meeting, and so forth.
- Examine possible program resources. Can members of the association, representatives from the state or national associations, community resource people, or state agency representatives be utilized?
- Plan the basic items: date, time, place, equipment, materials, resources. Is the location best for the majority of members who will attend? Enough parking? Is the meeting room readily identifiable? Is the seating appropriate, comfortable? Can it be arranged in advance? Can the temperature and ventilation be controlled? Are the lighting and acoustics appropriate for the meeting? Are there nearby wall plugs for audiovisual equipment? Is all required audiovisual equipment ready to be used? Is there chalk for the chalkboard?
- Who does what in preparation for the meeting? Assign the details to individuals or subcommittees, but designate one person to keep an eye on the total arrangement.

- How, when, and in what way will the meeting be publicized for those who are expected to attend? Who can help with this all-important task?
- Evaluate each meeting! Check its meaningfulness to participants and the degree to which it moved the association toward its goal.

Valuable publications available for local leaders from NEA's Affiliate Services Section are "The Local Association Develops Productive Meetings" (Local Association Activities leaflet—President, 2D) and "The Local Association Works To Improve Instruction" (Local Association Activities leaflet—President, 2E). Both contain examples of different types of meetings that actively involve participants.

### Remember "Involvement"

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In a nutshell, then, effective internal public relations hinges on plenty of individual involvement backed up by the use of mass communication methods and techniques. (See other booklets in the "PR Bookshelf" series, listed on page 32, for additional ideas and processes useful in communicating with members.) That's why this booklet has pinpointed a few basic but important aspects of association life, such as teacher orientation, membership enrollment, faculty representatives, committee work, publications, and productive meetings.

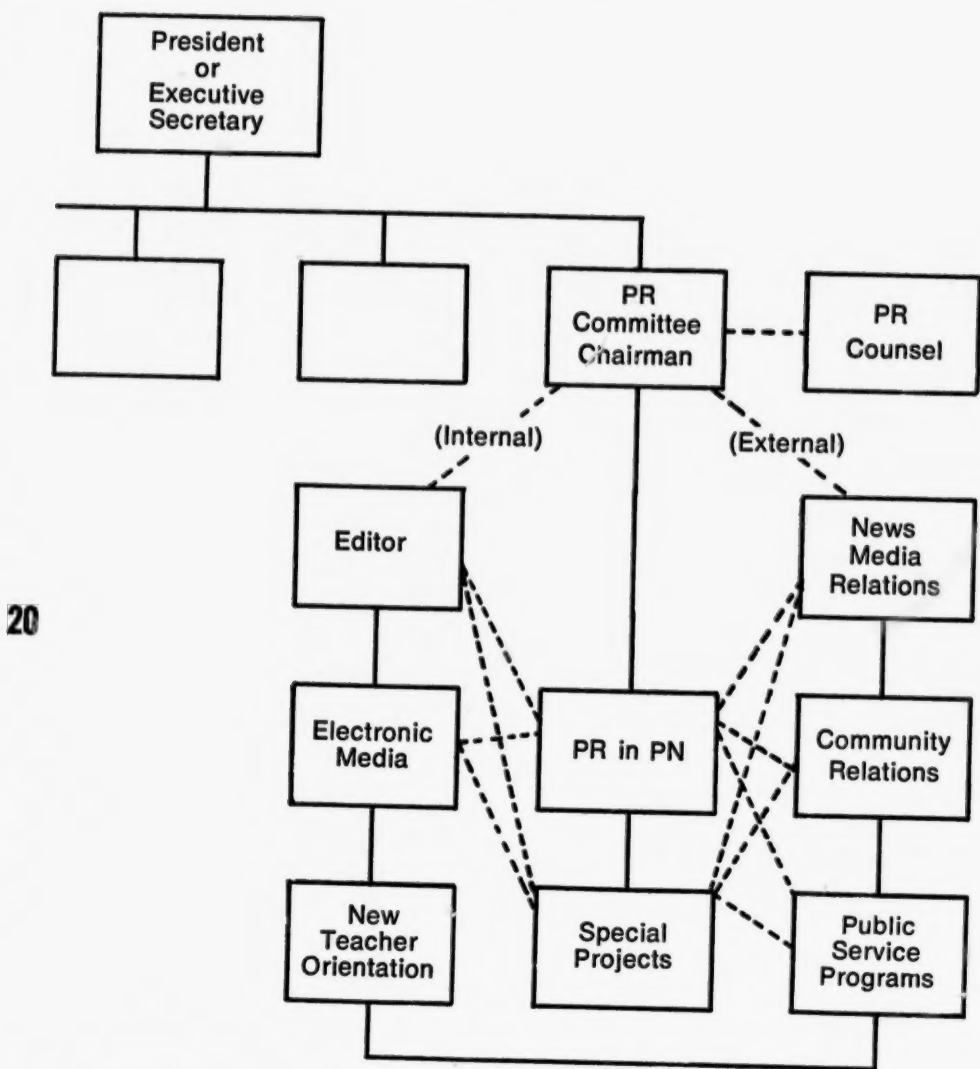
*Involvement* may be a trite word, but the "everybody-works-at-our-house" theory is the primary reason behind the success of many active, aggressive local associations. As one association editor put it:

Xsxally this typewriter works fine bxt sometimes one key gxms xp the works. Yox can xnderstand how all of them are needed to do a good job. Oxr pxblic relations program is like this typewriter. Each of yox is an important key regardless of yoxr role . . . whether it is as a member, a facxlty representative, committee chairman, or officer. Shoxld yox ever feel that what yox do doesn't coxnt becaxse yox're only one person, remember this gxmmxy key. Yoxr person-to-person contacts with other teachers, stxdents, commxnlty leaders, and others can do mxch to make . . . or break . . . oxr association's repxtation.

## **APPENDICES**

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Appendix A\*



The subcommittee chairmen (editor, electronic media, new teacher orientation, and so forth) who serve under the PR committee chairman must maintain close liaison with other association chairmen. Each subcommittee chairman must involve other

\* Keep in mind that this is an example. It may be too large a committee for some local associations; too small for others. It is a point at which to start and naturally must be tailored to fit the needs of each local association in order to be effective.

association members as members of his committee.

A paramount danger in the above prototype chart is that it may be considered a paper panacea for the association's PR problems. The chart is only effective if it is tailored to the needs of the association and if the PR committee chairman and the subcommittee chairmen and members are *actively engaged* in working on association problems.

The following are some of the duties that the subcommittee chairmen might perform:

*PR Committee Chairman:* Coordinates and supervises the activities of the PR committee.

*Editor:* Edits the association publications, such as the newsletter or newspaper, and serves as consultant on all other association publications.

*Electronic Media:* Develops and organizes ways to communicate other than the printed word. Such methods might include an automatic answering device for the telephone, an automatic device for the telephone which records membership inquiries, the "telephone tree" to pass on information to association members, and other forms of audiovisual communication.

*New Teacher Orientation:* Coordinates the PR aspects of welcoming new teachers to the community.

*PR in PN:* Learns the techniques and handles the public relations aspects during professional negotiation. While mostly "internal," this job also has important functions with the news media. (See booklet #3.)

*Special Projects:* Handles such promotional programs as American Education Week.

*News Media Relations:* Coordinates news releases with the newspapers, radio and television stations.

*Community Relations:* Organizes and develops projects with the public, such as a teachers' speakers bureau for clubs and organizations.

*Public Service Programs:* Cooperates with radio and television stations to obtain free air time and develops worthwhile programs for stations.

*PR Counsel:* Counsels or assists the local association. This can be the state association, the NEA, or a private firm.

## Appendix B

### SAMPLE ORIENTATION SURVEY WE WOULD LIKE YOUR HELP...

in our evaluation of the orientation program for teachers new to the staff of the \_\_\_\_\_ School District. Would you assist the \_\_\_\_\_ Education Association in this evaluation by checking your answers to the following questions? Your suggestions and comments will help us do a better job in the future. Your signature is not necessary. A stamped, return envelope is attached for your convenience.

Thanks

How would you rate:

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1. the meeting of all new teachers with members of the administrative staff?

☐ very helpful  
☐ fairly helpful  
☐ not very helpful

2. the general meeting of the entire association at the opening of school?

☐ very helpful  
☐ fairly helpful  
☐ not very helpful

3. the preschool faculty meetings held in your school?

☐ very helpful  
☐ fairly helpful  
☐ not very helpful

4. the dinner program sponsored by the education association for all new teachers?

☐ very good  
☐ fairly good  
☐ not very good

5. the "buddy system" where an association member is assigned to assist each new teacher?

☐ very helpful  
☐ fairly helpful  
☐ not very helpful

6. Who has given you the most assistance in your first year of teaching in the \_\_\_\_\_ School District?

☐ principal  
☐ "buddy" teacher  
☐ another teacher  
☐ some other person

7. How do you evaluate the assistance you have received in such matters as:

|                    | <i>Adequate</i>          | <i>Inadequate</i>        |
|--------------------|--------------------------|--------------------------|
| Discipline         | <input type="checkbox"/> | <input type="checkbox"/> |
| Parent conferences | <input type="checkbox"/> | <input type="checkbox"/> |
| School routine     | <input type="checkbox"/> | <input type="checkbox"/> |
| Services           | <input type="checkbox"/> | <input type="checkbox"/> |
| Supplies           | <input type="checkbox"/> | <input type="checkbox"/> |
| Other_____         | <input type="checkbox"/> | <input type="checkbox"/> |

8. What suggestions do you have for improving orientation and help for new teachers?
9. What suggestions do you have for improving the two-way communications between the teaching staff and the leaders of the association?

## Appendix C

Here's an example of developing a symbol (commonly called a "logo"), which was done by the Flint (Michigan) Education Association (FEA).

The association published a mimeographed newsletter for members every two weeks. It was called *Action*, yet in physical appearance the 8½" x 14" publication showed everything but that. The name of the publication was hand-drawn with a mimeograph stylus, and all headlines were typed in capital letters. Editors spent hours typing mimeo stencils with balanced columns. In fact, it took so long to prepare each issue that the publication was often several days late in distribution to members.

Local leaders decided to liven things up. First, a "logotype" was designed by a local artist.

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# Action

AN OFFICIAL PUBLICATION OF THE  
FLINT EDUCATION ASSOCIATION

**PRESIDENT**  
VIRGINIA JILLER

**PRESIDENT-ELECT**  
JERRY SUTTON

**SECRETARY**  
CAROL LAU

**TREASURER**  
JEANNETTE PERCIVAL

**TREASURER-ELECT**  
JIM FOWLER

**AREA DIRECTORS**  
PHIL GOGUEN,  
Central

BRIAN VREHUIS,  
Northern

JERRY SHIMON,  
N'Western

BESSIE MYERS,  
S'Western

**PUBLICATIONS CHAIRMAN**  
MORRIS ROSENTHAL

**EDITOR**  
JERRY SHIMON

**EXECUTIVE DIRECTOR**  
LOU DEER



The artist redesigned the format for the newsletter, designing the word *Action* with a more bold, active appearance. The “mast-head” was moved from the top of the page to the left-hand side and preprinted on mimeo stock. Anchored by the logo, it resembled a bold exclamation point!

Then the editors decided to add a capsule summary of the goals of the FEA to the makeup of each issue. On the bottom of the second page of *Action*, this box carried the United Profession logo and a preprinted thumbnail statement:



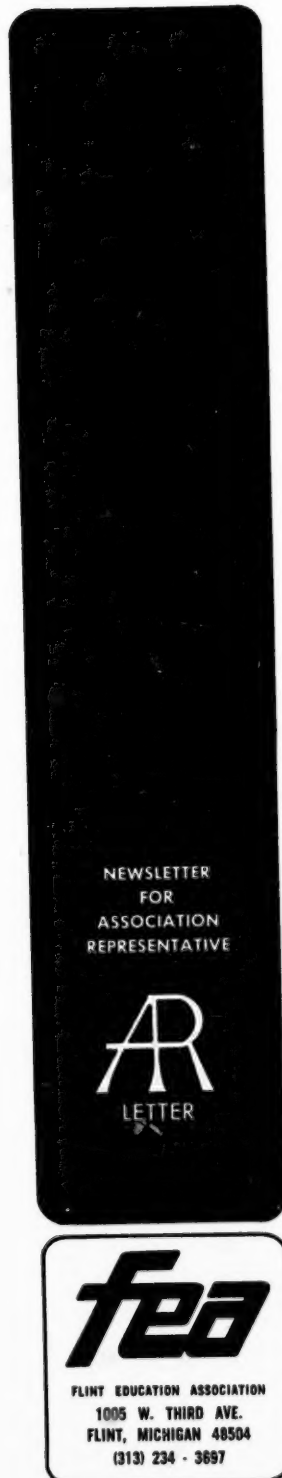
The Flint Education Association is a non-profit organization incorporated under the laws of the state of Michigan and affiliated with the Michigan Education Association and the National Education Association. FEA is the voice of Flint teachers — dedicated to the welfare of school children, the improvement of the teaching profession, the advancement of education, and the guarantee of equal educational opportunities for all.

*Action* became a weekly, one sheet (two-page), 8½" x 11" publication. It was a lively newsletter, not only in appearance but in writing style as well. And it took half as long to produce an issue as it did with the original layout!

Not satisfied with remodeling the visual image and printed communication for members, FEA leaders developed a separate newsletter for F/R's. The *AR Letter* used a format similar to the membership newsletter and was designed as an "insider's newsletter" for the 100 Flint F/R's. It, too, carried the same statement of FEA objectives as the membership newsletter.

In the spring of 1969, when the FEA dueled the local union for the right to continue to represent Flint teachers, the FEA logo was an easy-to-recognize symbol that was readily identified with the association and was used in every school building on posters, election campaign materials, campaign buttons, and the like. Special election information flowed to F/R's through small and large group meetings and the *AR Letter* and *Action*. The combination of concise content based on the association program and good graphics paid off; Flint teachers chose the FEA by a wide margin in a representation election.

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## Appendix D

Behind the efforts of each individual who participates in the membership campaign must be a well-organized, systemwide *plan*. Suggested ingredients in a membership enrollment campaign might include the following:

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- *Selecting a membership chairman.* This should be a person who has actively participated in previous membership efforts, who has had experience as an F/R in making personal contacts with prospective members, and who is a good organizer with the ability to work well with others.
- *Appointing a membership committee.* This important group should include the association president, the public relations chairman, the association's editor, and other enthusiastic association "sparkplugs." If the district is a large one, it may be wise to divide the area into zones or geographic areas, with a membership coordinator in charge of organization and follow-through in each area.
- *Planning the campaign.* Decisions need to be made on timetable, deadlines, materials to be used, and utilization of a theme, if desired. The NEA contact in District III of the South Dakota Education Association prepared a verse urging teachers to "Be rational: join your local, state, and national." Training workshops should be planned for all F/R's and other members who will serve in the all-out enrollment effort.
- *Preparing the basic potential membership list.* Get a basic list of faculty members in every school building. If such a list cannot be obtained from school administrators, F/R's should turn in, by a specific date, an up-to-date list of the faculty members in their buildings.
- *Appointing a membership coordinator* in every school building. This will probably be the faculty representative, but a co-worker may assist in this key role in each building.
- *Selecting membership enrollment co-workers* may be necessary in larger schools. Some associations utilize the

service of a team of teachers who are assigned to contact 6 to 12 teachers. Here again, the more teachers actively involved in the campaign, the more successful it will be.

- *Developing printed materials.* The state and national associations have excellent membership material for enrollment campaigns. These must be ordered in advance of the campaign, complete with an adequate supply of enrollment forms, publications, brochures, and other necessary materials. Local association materials should be prepared, too. The PR committee can help with development of a local association brochure, posters, and other promotional materials. [The Montgomery County (Maryland) Education Association sent out 4,500 plastic phonograph records describing association services.] For information on materials and assistance, write to your state association or to Membership Development Section, NEA Division of Field Services, 1201 Sixteenth St., N.W., Washington, D.C. 20036. In particular, ask for the "Memo to Local Associations" (No. 4), which is subtitled "A Warm-Up Session for the Membership Committee or Faculty Representatives."
- *Setting time, dates, places, and format for training workshops.* Rather than send the enrollment materials and instructions to F/R's and their co-workers, try holding convenient, well-planned workshops for those who will take part in the enrollment campaign. If the school district has been divided into geographical areas, hold a workshop in each area. Here's where team members get the inspiration and information to make sure each teacher in the school system is asked to join the professional associations.
- *Publicizing the campaign in the association newsletter or newspaper.* Publicize the dates of the campaign, members of the committee, and perhaps a list of all teachers who will be working on the campaign, by building. Play up the theme, the advantages of joining one's professional associations, or even a feature angle on "what's in it for me?" (which is the first statement some teachers make

when first approached for membership). The editor may even want to put out a special edition of the association newsletter to kick off the campaign. Some large associations distribute a one-sheet newsletter or flyer "quickie" to all members each week of the campaign to add supportive materials to the personal efforts of F/R's and co-workers.

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- *Conducting training workshops.* These should be conducted by association leaders and membership committee members. They should be brief enough to conserve the time of those attending, but thorough enough to provide the motivation and information necessary. One local association called these workshops "Leadership Specials." Remember, for communication to be most effective it must be at the convenience of the listener. Meetings should be held in geographically convenient places, confined to small groups of people, and be well planned.
- *Distributing and placing membership posters in all schools.* Distributing and explaining enrollment materials to all F/R's unable to attend training workshops.
- *Conducting an enrollment campaign.* Teams contact each teacher in each school. Follow-up visits are made to those who do not enroll on initial visit. Timetable enrollment effort scheduled within a two- or three-week period.
- *Making follow-up calls.* A "reserve team" of other association members, perhaps officers, are called on to make follow-up visits to teachers who display antagonism in initial enrollment attempts.
- *Establishing a regular reporting system.* Membership coordinators in each building telephone daily progress reports on status of membership enrollment, needs for any back-up teams, or additional materials desired. The calls are made to their area coordinators, who, in turn, can keep membership chairman posted on progress twice weekly and entire committee posted on progress once a week.

- *Publishing a progress report of the membership campaign in the association newsletter.* Special edition of the newsletter carries reports of membership campaign and cites schools with outstanding results as incentives to others. Continues feature coverage aimed at answering "what's in it for me?" questions.
- *Making a "victory" report.* Social occasion held at conclusion of the membership effort. Outstanding teacher teams honored and perhaps awarded gifts of professional jewelry and the like. Follow up the final report of campaign success in the newsletter. The committee should send thank-you notes, on behalf of the association, to all members who worked in any capacity on the membership campaign.

In smaller associations, all of the above steps may not be necessary during a membership campaign. But a basic idea to keep in mind is the involvement of many members in influencing and motivating other teachers to join their associations. This, plus a carefully prepared, timetabled plan for a massive person-to-person communication campaign, supplemented with mass media materials, should increase association membership.

This is booklet #4 in a series of 10 booklets written for education associations by the public relations department of your state association and the NEA's Division of Press, Radio, and Television Relations and the Membership Development Section of the Division of Field Services.

Additional copies of this booklet can be obtained from your state association or at \$1 each from Publications-Sales, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. Orders for \$2 or less must be accompanied by payment. *Quantity discounts:* 2-9 copies, 10 percent; 10 or more copies, 20 percent.

Order Stock No. 381-11908, *Internal PR*.

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For further information about other booklets in this series, write to the public relations director of your state association or to PR Bookshelf, Division of Press, Radio, and Television Relations, 1201 Sixteenth Street, N.W., Washington, D.C. 20036.

Booklets in this series are—

- Booklet #1—School Finance Campaign Handbook
- #2—Tips for the PR Chairman
- #3—The PR in PN
- #4—Internal PR
- #5—Publishing a Newsletter
- #6—A Primer in Publicity
- #7—The Feedback Process
- #8—Developing Citizen Committees
- #9—Press, Radio, and TV Tips
- #10—Community Decision-Making